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ABSTRACT

Two speeches on residential adult education were given on the occasion of the dedication of The Continuing Education Center at Rutgers University on June 1, 1970. After a brief review of the development of residential education, the first speech discussed the challenges presented to those responsible for the functions to be planned for the building. The second argues for greatly enriched and flexible programs of adult education and a commitment on the part of universities and the public in general to public service. (EB)

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The University and Residential Education

LOWELL R. EKLUND

The University and Continuing Education

DONALD R. McNEIL

University Extension

Bulletin No. 8

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(Extension Bulletins are issued from time to time on materials relating to adult education. Extra copies may be had by writing the University Extension Division.)

The papers reproduced in this Bulletin were presented at the dedication program of the new Continuing Education Center, located on Douglass College campus in New Brunswick, New Jersey, on June 1, 1970. The role of the university in residential education is one part in the broad field of university continuing education. It is considered an important aspect of the educational program of Rutgers University, The State University of New Jersey. These papers are, therefore, published as a contribution to the expanding field of continuing education.

Madison E. Weidner, Associate Dean

UNIVERSITY EXTENSION DIVISION
Rutgers University
The State University of New Jersey
77 Hamilton Street
New Brunswick, New Jersey

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Dedication

The Continuing Education Center

Monday, the first of June

1970

Program

10:30 a.m.–Noon	Guided tours of the Center
11:15 a.m.–Noon	Reception
Noon–2:00 p.m.	Luncheon and dedication of the Center
	Remarks: Mason W. Gross, *President* Rutgers University
	Ernest E. McMahon, *Dean* University Extension Division Rutgers University
2:00–4:00 p.m.	Symposium on Residential Adult Education
	Presiding: Madison E. Weidner, *Associate Dea* University Extension Division Rutgers University
	Speakers: Lowell R. Eklund, *Dean* Division of Continuing Education Oakland University
	Donald R. McNeil, *Chancellor* University of Maine

University Extension Division
Rutgers University
New Brunswick, New Jersey

ED049405

The University and Residential Education*

LOWELL R. EKLUND, *Dean*
Division of Continuing Education
Oakland University
Rochester, Michigan

Congratulations to Rutgers on the occasion of the launching of this handsome addition to its physical complex. This is indeed a beautiful edifice and those of us from less endowed institutions, frankly, covet the great good fortune of Rutgers and the persons who are privileged to operate this Center. But, perhaps more appropriately, today we commend the courageous and prudent administrators of this venerable institution for the significance of this structure as a symbol of service to the community and nation; as a tangible instance of Rutgers' institutional philosophy; of Rutgers' commitment to the infinite process of education, to mankind's divinely-endowed potential and, therefore, obligation (and critical need) to pursue life-long learning. This building, today dedicated, now stands and shines as an unequivocal declaration for all to read and heed that Rutgers in this process has rededicated itself to meeting the demands of the fastest-growing and most important phase of American education: the continuing education of adults. Winston Churchill once said: "We shape our institutions and they forever shape us." Certainly this institution has assumed a significant new contour today that will forever influence beneficially the shape of mankind.

The program of this structure has an institutional base that dates from at least 1816 when Rutgers offered its first extension course.[1] Since then its continuing education program has developed into a model of its kind in the nation. This building then is just another, though spectacularly major, milestone in Rutgers' systematic progress toward this objective.

According to the adult education method one ascertains the questions before he expounds the answers. I have tried to honor this process today. My assignment is to review with you the history of residential education, some of the basic concepts of continuing education and their relationship to the field of residential education; and to point up some of the opportunities as well as the challenges that face this Center as it launches itself into a career of service to the community.

* By permission of the author, these remarks were edited slightly for publication.

One thoughtful observer brought into focus the challenge that faces all of us in education when he said, "We may as well admit that it is not the education of children that can save the world from destruction; it is the adult who must be released from his provincial mindedness, his animistic prejudices, his narrow customs, his obsolete habits. . . ." [2]

Robert Hutchins reinforces this, declaring that "Adult education is now the only hope. Even if our system were producing graduates able to deal rationally with important issues, we would not have time to wait for them to reach positions from which their views would be influential. The present generation will make the fateful decisions, and only large scale adult education can keep their decisions from being fatal." [3]

So the mission is patently urgent and formidable. The business of this new house is worthy of all the professional excellence this University family and its community can muster.

Residential education, carried on in centers such as this new facility, offers unique opportunity for the achievement of these urgent objectives of education for adults, as they assemble for educational experiences free from the pressures of home and business in programs designed, as the conceptualists envisioned, not as separate endeavors but as elements in a "single school for life." [4]

Residential education, as we know it, evolved from the Danish Folk high schools initiated by Christen Kold in 1851.[5] With the help of his neighbors he built a school on a farm in Ryslinge, Denmark. It had a sleeping loft for teachers and students, a kitchen, a living room, and one meeting room. The purpose of the Folk schools was to educate the masses of the nation, to teach them to care for such subjects as history and literature, as well as those related to their several vocations. These schools are credited with "transforming the country economically, giving it a spiritual unity and producing perhaps the only educated democracy in the world."

The first year, 1851, Christen Kold had fifteen pupils in his school, and by the time of his death in 1870 the school had moved to larger quarters and had an enrollment of more than 100 per term. In addition, by that time there were 50 other residential Folk high schools similar to his, serving some 2,500 pupils.

The concept of the Danish Folk high schools which Kold implemented was that of a Danish theologian, N. S. Grundtvig. He opposed the formalism, rote-learning and emphasis on books and "dead" languages characteristic of the Danish schools of the early Nineteenth Century. He

proposed a school to be based on "living work" for all the people, not just scholars. It was to be for young adults, and residential in format, so that students and their teachers might live, study, and discuss together.

Grundtvig wrote: "What one learns only for the sake of an examination one, of course, hurries to forget when the examination is over; however, that which one learns only because of a desire to do so is never actually forgotten, and one strives more ardently to propagate it the more experience convinces him to a true and happy way of looking at life." This statement is the essence of the basic principle of adult education as we practice it today; that is, any successful program must fulfill the expressed education needs of those who participate in it.

Grundtvig's son migrated to America in the late 1800s and was instrumental in establishing a Folk school in Minnesota known as Danebold. Harold Benjamin, one of the Folk school teachers who served there, later became the first director of the University of Minnesota Center for Continuation Study, which was established in 1936. This was the first specially-designed university continuing education center.

Another influence of this period on the growth of residential continuing education in the United States was the Lyceum movement. Members of Lyceums organized in towns across the country to extend their knowledge through discussion and each served sometimes as teacher and other times as learner. The National American Lyceum adopted as its purpose "the advancement of education, especially in the common schools, and the general diffusion of knowledge." [6]

This movement was responsible for a national system of local groups organized primarily for adult educational purposes. It developed an educational technique, the lecture-discussion forum which was adapted and extended by such activities as the Juntos, Chatauqua, university extension, town halls, and various types of public forums. Some of the publications it produced for home study were the precursors of today's correspondence courses.

Another impact on residential continuing education was the development of local and regional argricultural societies that began to appear right after the American Revolution and continued to flourish while the country's economy was primarily agricultural.[7] They brought together intelligent and progressive farmers interested in the advancement of agriculture.

The agricultural societies had a dominant influence in the evolvement of the land-grant college movement, which, in turn, produced the famous farmers' institutes—one- to five-day conventions of farmers who

gathered to learn literally how to make two blades of grass grow where but one grew before and to swap their experiences with the corn beetle and that "new fangled" stuff called inorganic fertilizer—while mother picked up a few pointers on jelly-making and sonny won a blue ribbon for sheep shearing.

Later, several of these agricultural colleges developed programs of agricultural short courses for farm youth who would come together a few weeks at a time during the dormant winter season to study intensively the important details of animal husbandry, horticulture, and farm economics, along with personal hygiene, public speaking, etc. It was out of this need and experience that the conference center idea (for group living and learning) was first conceived and proposed to the Kellogg Foundation, by the then short course director at Michigan State University, which ultimately resulted in the first Kellogg Center at East Lansing.

World War II had a tremendous impact on the growth of adult education programs. It was learned by both industry and the armed forces that short, intensive, and specialized courses were very effective in quickly solving some of the technical and management problems involved in the change-over from production of peacetime products to the production of war material. Out of these experiences came many training techniques still in use in industry and the armed forces, many of which have been adapted to other fields of education.

The rapid growth of scientific and technical knowledge during and since World War II and the many subsequent social and political problems made crystal clear the great need for continuing education on intensive short-term bases for professional practitioners who must negotiate the problems of a dynamic economy and a rapidly changing society.

However, up to 1950, only a handful of residential centers for this purpose had been established in the United States. Principal among these were the University of Minnesota Center for Continuation Study (1936), mentioned earlier; Allerton House, University of Illinois (1949); Lake Geneva Campus of George Williams College, Williams Bay, Wisconsin (1884); Jackson's Mill, West Virginia University, Weston, West Virginia (1922); Virginia State College Residential Facility, Petersburg, Virginia (1947); Pinebrook Conference Center of Syracuse University; and Arden House, Columbia University.

But by 1967 this number had zoomed to approximately 80. Certainly one of the most salubrious forces in stimulating this rapid growth was the financial assistance totalling over $20,000,000 given by the

W. K. Kellogg Foundation for the building of continuing education centers at Michigan State University, followed by the Universities of Georgia, Nebraska, Oklahoma, Chicago, Oxford, Notre Dame, New Hampshire, and Columbia University.

Each of these centers incorporates a somewhat different and innovative approach to residential continuing education to fit the needs of the particular community it serves. Dr. Emory K. Morris, Chairman of the Board of the W. K. Kellogg Foundation, states that in these centers "literally hundreds of thousands of adults have gone back to school for brief periods to learn about scientific, economic, and social advances that can help them lead more useful and satisfying lives. The men and women participants," he adds, "are the real reason-to-be of continuing education." [8]

Thus, from the seed of residential continuing education for young adults planted by the Danish Folk high schools and cultivated and propagated by Lyceums, Chatauquas, agricultural institutes, and short course programs, has blossomed a bumper crop of residential continuing education, serving the learning needs of thousands of Americans at centers like yours all over the United States and abroad.

Let us next take a brief look at your constituency—your student body. In serving the community, continuing education serves the adults and the organizations with which they are affiliated. They may be people whose formal education was limited and who need additional knowledge to keep up with their jobs or to improve their stations in life. They may be industrial workers who have just become supervisors and who need training in management principles. They may be women whose families are raised and who want to continue their education in order to get into the mainstream of economic and useful social activity. They may be doctors, lawyers, engineers, or other professionals who want to up-date or augment their knowledge in their field of specialty. They may be men in their middle-years who feel they have reached a dead end in their careers and who need objective counselling and tailor-made educational programs in order to make a new start. They may be retired people (or those approaching retirement) who want to keep their minds active by inquiring into new fields of knowledge. They may be experienced business and industrial managers and executives who want to learn about new management techniques that will make them more effective. Or, they may be a group of interested citizens who desire to solve together some current problem facing the community and impeding its progress.

The residential center offers these groups of individuals with common objectives the opportunity to come together in a conference setting, free from the outside distractions and pressures, to participate in a mutual learning experience.

Because of the ever-decreasing time-gap between knowledge discovery and the need for its application, educational programs aimed at this rapid transfer process are essential. The crying need is for maximum efficiency and economy in the delivery of continuing education. Dynamic flexibility in relating research findings and knowledge to the professional market place is of the essence. Constant research aimed at the do-it-now melding of contemporary and, hopefully, futuristic designs in information or knowledge transfer are paramount in the profession of continuing education. The short-term conference has emerged clear'y as the optimal format for this purpose. Its designed flexibility, malleable focus, and almost instant-presentation capability facilitates and expedites the information transfer about new discoveries and current research to those whose critical function require the maximum in up-dating, relearning, and unlearning. This is an increasingly characteristic need in virtually every area of human endeavor as education has become a race with catastrophe. Here the conference program stands uniquely ready to combine content with ready means to serve a crucial and timely purpose.

Now, to appreciate truly and thus to maximize the potentials of the residential centers, it is necessary to understand their special characteristics.

Probably the most significant dimension of the residential conference as a learning experience is the communal element of living together with intellectual peers (frequently from widely dispersed geographic locations) who share a set of related experiences and values which have produced common interests: the topic of such conference. And where intelligent, interested information-seeking humans come together and live together while focusing on a common intellectual purpose, the potential for personal growth, mind-stretching, and purpose-achievement has been clearly enhanced. There is little doubt that such conditions of motivation and idea-exchange are the most ideal for effective and durable learning and for appropriate application through action. The teachable moment (the realization of the need to know) here converges with the carefully selected expert resources, controlled content in-puts, professionally designed programs, and the environmental factors to enable a deeper immersion into the subject matter, while the dynamics of group interaction provide a social and group spirit to make the learning experience a stimulating and memorable occasion

with truly lasting effect. As Paul Essert describes it: a learning experience is goal directed and action centered; a learning experience is dynamic; and a learning experience is shared.[9]

One of the intriguing consequences of the conference format then is this interpersonal dimension. We all know that the bonds of human relationships are strengthened under unusual conditions of emotional stress, pleasure, or excitement. Thus, the conference environment generates lasting friendships and deepens the ties of sentiment and creates conditions conducive to behavioral and attitudinal modification to a degree exceeding other educational forms. (This is sometimes referred to as group support for individual change.[10])

Today's social crises demonstrate clearly that we need help in learning how to live, understand, and to communicate with each other, and to use our human relations resources in our business, political, and social organizations. The residential conference setting is particularly well suited to the integration of experiences in relational learning with the cognitive subject matter through simulational games, role playing, sensory awareness, interpersonal and group encounters, etc.

One researcher on effectiveness of residential learning suggests that behavioral and attitudinal changes, not cognitive learning, may be . . . (its) most significant contribution.[11]

Learning at a conference also takes place during off-hour discussions. The continued condition of community arising uniquely out of the residential conference provides the additional learning opportunities that this Center should exploit.

As a matter of fact, a member of my staff insists that eating together has a salutary effect on human relations bordering on the educational. She points out that it reinforces our heritage from the Greek law of hospitality by which one was forbidden to murder a guest in one's house.

In addition, the residential conference presents the rather unique arrangement in educational enterprise wherein conferees are frequently teachers as well as learners. A substantial portion of most conferences depends upon the contribution of information by the participants for the optimal solution of problems or decision making. Conferees are provided the opportunity to plumb the knowledge of the group through structured knowledge tapping discussion and idea generating processes. This not only provides important information pooling but affords the additional fulfillment of significant involvement by each member of the group, a mutually enhancing combination of conditions not present (at least as intensively) in other learning forms.

Education psychologists also contend that because the conference is usually short term, the motivation anxiety to learn quickly is intensified resulting in greater efficiency in the transfer process. Likewise learning objectives and expectations are perforce more clearly specified and thereby more readily achieved.[12]

Among the other numerous challenges presented to those responsible for the functions to be planned for this building is that of exploiting with success the opportunities to innovate and pioneer new designs and approaches to the continuing education needs of the clients who will enter here to learn. I hope no reasonable idea will get short shrift consideration. May we consider a few of the more obvious.

Not completely original is the suggestion that you conduct the major portion, if not all, of the class work for traditional credit courses in a corresponding number of hours concentrated into one or two weekends when (1) the time is more convenient for the student, (2) the travel and logistical expense is more modest, (3) faculty resources can be more effectively conserved and concentrated, (4) fatigue of both student and faculty minimized, and (5) the learning is enhanced by the residential dimension of more profound individual and group interaction. A three-day weekend preceded by an integrated reading assignment could provide an intensive eighteen- to twenty-hour period of "contact learning time," which could be followed by a term paper or independent study and/or a telephone conference or a follow-up one- or two-day session at the Center. Oklahoma's bachelor of liberal studies program featuring independent study and research in combination with summer residential sessions is a notable example of this multi-media and method approach.

Correspondence courses (or independent study as it is now called) could be headquartered here with provision for a short residential seminar or workshop once or twice during the course for elucidation of content and evaluation. This pattern could also obtain with aptness as the enrichment feature for a radio or television course. Spaced weekend residential discussion periods can provide for important student-faculty and inter-student dialogue and involvement.

Consider also the possibility of making this building your alumni center-on-campus with the combined social as well as academic implications of that arrangement. For that group of the University family who should most logically recognize the need and readily respond to the opportunity for continuing education, a systematic and intensive program of alumni education, headquartered in this Center, could serve to identify the University with the most important and valuable objective of the alumnus—his own self-improvement. Predictably his allegiance to his

Alma Mater would be thereby strengthened and enhanced in all ways moral and material as this building becomes the Mecca to which frequent academic pilgrimages are undertaken by your ever increasing body of lifelong students—never "alumni."

I would also urge careful avoidance of a particularly tragic development frequently noted on campuses with continuing education centers. In the several years in which I was related to the pioneer of Kellogg Centers at East Lansing, I was always perplexed by the fact that the university's 25,000 or so undergraduates saw that center only as a place where mother and dad got a room and took breakfast on home-coming weekend. There was almost complete innocence on the part of the student body of the fact that this three-million dollar edifice housed a potentially fabulous laboratory for undergraduate educational experimentation; and that it presented a daily diet of high level educational programs featuring some of the outstanding resource luminaries of the nation. But, above all, I was dismayed by the failure of the students and the faculty to realize or the university to inform or impress them with the fact that the center was actually the embodiment of a concept and a philosophy with which all students should be imbued: that their education is manifestly a lifelong process and that they should assume an implicit commitment to pursue continuing education as the essence of a productive life as so tangibly and persuasively demonstrated by the center's program and its vigorous and eager clientele. I hope you will not be guilty of that serious omission here.

Universities must seriously engage in this philosophy. They must assist the student in recognizing that his most productive learning is going to take place not during his four year residency, but after he leaves the cloistered halls of the campus; that no university can presume to teach answers to questions to be faced five to ten years hence; we do not even know what the problems will be—to say anything of the answers. I contend, but firmly, that the most significant contribution universities can make to the education of society is to impress that society with how inadequate a college education really is. As John Mason Brown warns: we must dispel the "American myth by which we expect the skin of a dead sheep to keep the mind alive forever."[13]

I would charge you also to make as a regular and meaningful part of every conference an adventure in liberal education, an experience whereby each conferee becomes aware of himself as a man and not just as a money-maker. And here I would like to make an emphatic point. After years of living with and defending an alleged dichotomy between liberal and professional education, I have concluded, though belatedly,

that there can be no honest distinction made between them, and any effort to do so is fallacious. No longer is the professional man distinct from his culture and religion, if indeed he ever was. Today a man not at peace with himself and his fellowman is a hollow, only partially fulfilled, being. And because it is that being which goes with him daily to his job, he is limited by just that much as an excelling professional person.

I simply submit that a comprehensive knowledge of the humanities and the society of which the professional is such an important and integral a part is virtually as important as his technical knowledge and competence. His survival as an effective professional and the survival of his nation are indivisible. The welfare and progress of society are inextricably linked with his own. Surely his need for continuing liberal education is as essential as that which we categorize as the technical. Indeed to separate them is to perpetuate a foolish, if not dangerous, anachronism.

In this connection I would also enjoin you to integrate into every program an orientation to the urgent business of social issues and the responsibility that accrues to the enlightened freedom-nurtured citizen in face of these. Because of the high stakes everyone has in this topic, it should be logical, if not obligatory, for every conferee to involve himself in an understanding and a commitment to action to ameliorate if not resolve . . . the crucial problems of racism, crime, pollution, extremism, war, poverty, and other forms of deprivation, and possibly most important, keeping our freedom secure while insuring and protecting the freedom of others. In essence, I would challenge you to dedicate this building and its program to the most crucial of universal needs—human reconciliation; to the resolution of human conflict; the binding up of wounds and closing the gaps between the races, between the rich and the poor, between the young and the old, the privileged and deprived, and between nations. It seems to me quite apparent that the real space to be conquered is not that lying outward to the moon and Mars, but that right here on Earth—the distance between man and man. Could you possibly find a nobler and more important cause or mission to which to commit the great physical and spiritual resource represented by this building and its dedicated staff?

As an important part of this objective I would urge as a feature of your Center periodic convocations of local, state, and national leaders and/or opinion makers who undertake analysis of social, political, and professional issues and the alternatives they present.

The provision of a setting for unfettered concentration upon the carefully selected and presented units from the information universe

which have a bearing upon the issues at hand would constitute a singularly constructive contribution to the most crucial area of need in our society: enlightened and effective decision making directed to the mortal problems of that society.

And now a few words about the relationship of the faculty with this Center. Among its more constructive dimensions is the conference's capacity for channeling the precious intellectual resource represented by the Rutgers faculty into this market place of immediate need. For the more effective faculty this opportunity offers professional fulfillment and exhilaration beyond any experience with the captive student in the traditional collegiate setting. Here as teacher, resource person, or discussion leader, he encounters mature, eager, highly-motivated students whose content backgrounds, at least in experience, will frequently match, if not exceed, his own. In this setting he, too, both learns and teaches as he exchanges his theoretical expertise for vignettes of practical experience. On this point Frank Jessup of Oxford sums up:

> "That universities do accumulate knowledge and ideas and wisdom is true, and equally true that they have a duty to share them with the rest of society. But there is a mutuality in the sharing, and knowledge and ideas and wisdom do not flow only in one direction. I hope it can be said of us, as of Chaucer's Parson, 'gladly would he learn and gladly teach.' We look forward to the Oxford residential adult education center becoming a center for reciprocity in learning."[14]

Relative to this there is also a need for continuing education centers to address themselves to research in various phases of adult education if we hope to keep abreast of the dynamic changes taking place in education. We need to know more about how adults learn, the kinds of programming that are most effective in meeting their educational needs, the sociological and psychological factors motivating our clientele, and ways in which the many resources of our universities can be used most effectively in serving our communities.

These research areas provide an excellent opportunity for bringing together the expertise of the academic faculty and specialists in the field of continuing education in a cooperative approach to the solution of important problems in all of education.[15]

Now a note about the center as an institutional image builder. The programs of a residential center can give considerable public visibility to the university. Many of its activities are high-prestige events and bring to the campus distinguished people from the outside. While at the center they may be prevailed on to talk with university faculty and students and share experiences with them. Properly publicized, many of the events sponsored by a residential center demonstrate to its constituents that the university is vitally interested in the problems of society

and is doing something constructive about them. Thus a center like this one can be an important public relations asset to the college or university of which it is a part. And without equivocation, this is a very respectable objective, particularly for a public university such as this.

I have today mentioned but a few of the numerous opportunities which are yours to exploit here at the Center. There are many others about which time precludes adequate discussion. I think, for example, of your opportunity to establish this building as a center for post-graduate professional education for this community's leadership, methods and strategies for translating such knowledge to the professionals' immediate application. It is a big but important job!

Concommitantly, I think hopefully on how you can here serve to unfetter our society from traditional academic rigidity by helping strike what Peter Drucker deplores as the "diploma curtain" [16] that so regrettably impairs the flexibility and application of knowledge to our urgent problems. Your non-credit, or credit-free, programs can help remove the deadly strictures of the traditional credit course strait-jacket in which our society finds itself. We must disenthrall ourselves from this sterile medieval icon by making knowledge its own reward for its own worth as the *sine qua non* of professional and political survival. . . .

Continuing education, your business, through this beautiful Center is, it must be, the mediator between knowledge and the need. In one sense yours is a catalytic function, that is, you take the resource of knowledge and analyze and synthesize this resource into products useful to mature adults. And this function is even more parallel to the chemical analogy in the fact that the continuing education administrator aids the process and essentially it cannot take place without him. However, his expertise is not lost in the process but can be used again and again. He must be familiar with, but not necessarily expert in, many fields of competence and knowledge. He must be oriented to flexibility rather than dogmatism. Finally, he should be able to find worth wherever it lies, regardless of his own specialized field, and then discover ways, novel, innovative, original, and exciting ways, by which to synthesize elements of worth and transmit such worth to people who can use it.

For the deserving citizens you will serve, you and your programs have a continuing and abiding responsibility to apply your professional skills and commitment to the provision of imaginative, meaningful methods and content—not just more transplanted college courses. The job, the opportunity is much too great, too precious for that. Universities must be, must become if they are not, centers of intellectual

leadership for the current generation in command, as well as for youth. You can hasten that reality for Rutgers. You are principals in a supreme adventure of the human race and I know you will perform your role accordingly, carefully, competently, compassionately. . . .

Your target, very simply, is service to the individual and his need. You must be client oriented and dedicated. There lies your emphasis. Place it there and all the other incidental concerns will fall into their proper place and dimension. Man is your medium; his fulfillment is your objective, your art. Treat him with the respect, compassion, dignity, and concern he deserves in this capacity. Mold your program to meet his need and you cannot fail to serve yourself and all the aspirations you have for this program and this institution. Simply put, just serve and you will be served.

To do this effectively those of us in this important business of human betterment through education must be guided by certain principles of professional and personal commitment. I would presume, therefore, to submit for your consideration a statement of this principle which, in essence, might comprise the continuing educator's Hypocratic Oath:

1. By working closely with our clientele, our prospective students, we will first determine their real questions and their genuine "felt needs" before we return to our ivory towers to generate the answers. In fact, we will be ever aware that frequently the answers will lie only in the collective knowledge of the students themselves and may often be only optimal indications rather than black or white unqualified conclusions.
2. We will, working with our clients, carefully and expertly determine program content and then design the most effective learning experience possible within the limits of our professional competence and creative ingenuity.
3. We will, working with our clients, secure the best resource people available—often from the professional group itself.
4. We will, working with our clients, carefully and thoroughly consider the various methods for information transfer and structure our program accordingly.
5. We will, working with and through our clients, promote and publicize the event with appropriate flair and dignity so that the audience, the all-important audience, will know when, where, and, very importantly, why they may avail themselves of the experience opportunity.

6. We will then, in close alliance with our clients, present and administer the program devoting solicitous attention to every detail of the plan and quickly adjusting or amending as experience dictates. Emphasis will be focused on presenting these programs in the most flexible, regular, timely, convenient, dynamic manner possible, with the highest standards demanded and delivered, not just gratuitously espoused.

7. Finally, we will, working with our clients, review and evaluate our programs so that maximum improvements can be made and applied to future programs which should be readily demanded and forthcoming if we have done our job with imagination and zeal (and in close coordination with our clients).

And so in closing I would say again that your opportunity and the circumstances here at Rutgers place you among the most favored in the nation; which in turn, of course, imposes upon you a tremendous responsibility and challenge. You should glory in this. It provides you with the rare and precious combination of the means and the motivation for accomplishment and thereby a satisfaction that only such achievement can provide. As I leave this podium today I meditate on the aptness of Leo Rosten's challenge to us all:

> "Very simply, the purpose of life is not to be happy. It is to be useful; to be honorable; to be compassionate. It is to matter; to have it make some difference that you have lived at all." [17]

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[8] *Continuing Education in Action*, op. cit., vi.

[9] *Creative Leadership of Adult Education* (Englewood Cliffs: Prentice Hall, Inc., 1950). 14-15.

[10] Harry Miller, *Teaching and Learning in Adult Education* (New York: MacMillan Co., 1964), 126. See also: Donald Garside, "Short Term Residential Colleges: Their Origin and Value," *Studies in Adult Education*, Vol. 1, April, 1969, 27.

[11] A. A. Lacognata, *A Comparison of the Effectiveness of Adult Residential and Non-residential Learning Situations* (Chicago: Center for the Study of Liberal Education for Adults, 1961).

[12] For instance, see "Continuing Education Report No. Eleven," University of Chicago, 1966.

[13] For detailed discussion of an alumni education concept, see article by the author, "The Oakland Plan," *Adult Leadership,* 15 (1966), 154-6.

[14] "Continuing Education Report No. Four," University of Chicago, 1965.

[15] For further details and ideas, see "Continuing Education Report No. Nine," University of Chicago, 1966.

[16] *The Age of Discontinuity* (New York: Harper and Row, 1968), 331.

[17] From his oft-quoted speech, "The Myths By Which We Live."

The University and Continuing Education*

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I want to talk to you about all that's bad, and gloomy, and somber, and what's wrong with the world and universities in continuing education and extension.

It's all right to point to the good things. I don't object to that. I know we've made progress, but for what? To solve the problems of the middle class, of the affluent, of the people who should have sense enough to want to learn anyway?

Vice President Agnew is right. We have an educational aristocracy and it is subtly built into part of our educational establishment.

Let's discuss continuing education in these terms. Look at the reward system. Right now, most of us in universities either have to pay overload or have to go outside the university to get competent extension and continuing education teachers. If we happen to lure some unsuspecting faculty member into continuing education, he's faced with the problem of rising to full professor with the honorable mission of providing public service to the great body politic through a resident faculty department which 99 times out of a 100 will tell him to go fly a kite. They won't give him his promotion.

I once had enough trouble trying to get some "fat cat" faculty members to go into the ghetto in Milwaukee and worry about the blacks, the Puerto Ricans, the indigent mothers, and poor little kids. All we wanted them to do was to go there with social work and psychology and history and mathematics and begin to work with the school system and provide nursing programs. We had a range of resources in the university but we couldn't budge 99 percent of them. Why? Because we didn't have an adequate reward system. A nice, young, idealistic, energetic Ph.D. (or even one with a master's degree if he could survive) who wanted to go there would be turned off by the resident faculty.

So we try other things. We try to go around the system. We have them publish and we build up long lists because it's a publish or perish world in many of the affluent universities, although few people ever look at *what* is published.

* By permission of the author, these remarks were edited slightly for publication.

We've got multiple missions: teaching, research, public service, for extension or continuing education, but we're rewarded number 1 for research, number 2 for teaching, and number 3 for public service. That isn't a reward system at all, it's a caste system.

We have no way of assessing who's a good teacher. We have better ways in extension and continuing education for judging whether our people are any good or not in fulfilling their missions. I have to laugh at the way resident faculties talk about clientele orientations, meaning let's involve the students. "Let's find out what they think about what we're teaching." Extension has been doing that for 75 years and nobody ever paid any attention to it.

It's not only the reward system, just look at financing. Look at the figures on this building we're now meeting in. The State Legislature will not provide the funds to operate this building. They'll appropriate money for the young student, but not money to support adults learning at different times under different conditions. They have somehow built the image that the needs of the adult society are not as important as those of young people getting out of high school. So they throw all of university extension into a 100 percent or 110 percent or 120 percent self-support system. What amazes me is that some of us actually make money on it.

Not only that, but extension is used as a public relations device. Every time the university goes to the State Legislature to justify its budget it hauls in the County Agents and says: "Man are we ever serving the public in our Continuing Education Program. Why do you know, Mr. Legislator, that we have engineers and cost accountants, and government employees and everything else." Of course, it could add "You didn't put a dime into it, and the university didn't put a dime into it, and 95 percent of the faculty didn't give a damn about putting a dime into it."

Look at the curriculum. Most universities are aimed at young people 18 to 22 years of age, unless you are in graduate school, then we extend it to 26. If you've been in the army, we'll extend it to 29, until we give up the draft deferments. All the people who want a second chance or who never had a first chance, the late bloomers, the people who get the spark in their 30's or 40's who may go into the army or Peace Corps or Vista, or who want to do something different, they are not given the same chance. The university doesn't care about them.

There is an "elitism" prevalent in this country that is manifested at every level from the national administration down to the administra-

tion of the local university. The "haves" are getting more and the "have nots" are getting less. The argument goes: "We've got to have standards; we've got to have quality; we've got to do things for the potentially creative people."

I say this is *nonsense.*

Foundations long ago became interested in extension because we were the cutting edge; we reshuffled knowledge and used it in different ways. We innovated with procedures like correspondence study and the peripatetic professor, the dial access system, and computerization, and all the rest. But they didn't give us a dime for programs, figuratively speaking. They gave us a lot of nice buildings (not this one). They were like Andrew Carnegie who built libraries and didn't really care what went into them in the way of programs or books. That's fine, I don't knock that. You have to have buildings too, but it's all out of balance, it's distorted. Foundations haven't been really committed to continuing education. When they were, back in the 50's with the Fund for Adult Education, they spent about 40 million dollars. If they had known what they were doing, if universities had been with it, and really committed as they said they were, they could have transformed the whole educational pattern in this country.

And lastly, look at the Federal Government. After years and years of work, we badgered, cajoled, and persuaded Congress in 1965 to get a little, teeny-weeny program called Community Services. For two years running under the label of Higher Educational Opportunity Act, it was funded for 10 million dollars and less. The present Administration is trying to eliminate it. I understand that State Technical Services is in the same danger.

We don't care. We don't care about the adult population and the adult learning process that is necessary to make it work. We go on in our ignorance and our bigotry and in our lack of knowledge of how to solve the social and political issues that we have in this country, without paying any attention to education as a partial solution.

I know I appear too much on the defensive, and we do have to get our own house in order, but how about this for beginners (openers, because I'm a gambler). What if we merely persuaded the state legislatures or the private corporations and the private universities, to allocate, per student, that amount of money that they allocate for the student who is a full-time enrollee? You know, credit is credit, whether it's in Camden or in New Brunswick—credit is credit.

For example, in Maine we get $1,500 per campus student, per year. We make up the rest of the individual's education costs by tuition. For an adult taking a credit course why shouldn't we get tax support to the tune of say $300? Why not? What's wrong with having a multiple reward system for what Clark Kerr calls a multi-university? Why can't we have a multiple reward system? We do anyway, as a matter of fact. We call it something else, but we never honor it for extension and public service. That's because people don't know how to judge it and they're afraid of it.

What's wrong with getting into the power structure of a university? Take an analysis of most governing boards. They haven't discussed extension or continuing education probably in the last two or three years unless it was some big crisis . . . like appointing a new dean or director. We really do have to get inside the power structure.

Some of us have infiltrated the larger system, but it's surprising the number of people who, once out of extension and into larger administrative roles, immediately turn their backs on extension when it comes time to review the total budget or make major appointments. Quite a few of these formerly enthusiastic people suddenly become more interested in building undergraduate enrollments and graduate development and research opportunities and pay little attention to extension. All we want is a little balance in the university, and a little honest commitment to public service.

Now what do we do about it? In the first place, we had better get our philosophy clear. For example, I think residential education is just fine, but let's not get smug about it. There are 72 beds in this Center building, but New Jersey has 7 million people. We get pretty darn precious in our outlook about whom we're serving and what kinds of people we are serving.

I believe in professional education, the retraining of lawyers, doctors, pharmacists, businessmen, accountants, labor union stewards, chancellors, everybody. It's an honest part of the total educational program, only it's got to have some balance. And that should be our philosophy.

In some ways we're worse off than ever before because now we do a little bit of everything and that's like the racial problem—you do a little bit, feel good and then forget about the great massive problem that remains. The edge has been taken off the protest. Now they give us a little bit of money like the 10 million dollars for Community Services, Title I of the Higher Education Act (authorized for 50 million dollars and appropriated 10 million dollars) which works out to about 2 cents a person in every state.

Basically, I believe that the whole nature of the university eventually will change. I had hoped that extension and continuing education could lead the way by getting a reward system after demonstrating some good programs—and we have. Some of the programs that have been done in continuing education and extension operations are simply terrific. For example, the forerunner of Upward Bound started in continuing education programs and extension operations in this country, but it hasn't been enough.

We are going to have a university in the future that is literally going to be everywhere. It's not going to be tied to a piece of ground or to a building. Wherever there is some kind of interaction between a teacher and a learner, at whatever level, that's where the university is going to be. It's going to be in libraries and school buildings that are not being used. We're going to rent space in supermarkets and get into the ghettos, and we're going to sneak into the suburbs with our cultural programs. We're going to overwhelm them. The university is going to be everywhere.

The whole pattern of when people learn is going to change. The part-time learner is going to be the student of the future. If you look at enrollment growth, it has been in the part-time learning process. But it's frustrating. Part-time students don't get any scholarships, or if they do, it's a token. They get nothing from the Federal Government. They don't get any work study money. They don't get any loans. In short, the part-time learner is shut out. Yet this is a society where people are going to marry earlier and leave education temporarily; a society where we're going to have to work and learn simultaneously; a society where people will want to raise families first and then go back and get further education. If these various opportunities ever had any kind of financial support, it would grow even faster.

If a university is going to be everywhere and if it's going to emphasize part-time learning, then it seems to me we have come to the most vital part of all. And that is our concept of what a university ought to be doing. What I argue for is some kind of a flexible program. This is the toughest nut to crack. With control vested at the departmental level or the college level within a university, coming up with a program that departs from the norm is very difficult to get accepted. Yet, that's exactly what we've got to do. We've got to be able to stand controversy if we want to teach something on race relations and involve a Black Panther as part of the educational process, especially if the bulk of the students have never met a Black Panther, or even spoken to a black person.

We cannot confuse the single standard of a baccalaureate degree with the greatly enriched programs that extension and continuing education can devise. I'm convinced we need a total educational program for everybody. Not just the qualified—but also the unqualified.

We now have a concept in which we do just exactly that. We educate literally everyone through high school. But we have a 50 percent dropout rate in the United States of America, and we call ourselves an educated citizenry. Nonsense. We don't even know how to handle the ones we have and the reason is that education is aimed at certain parts of the population.

But theoretically we now give everyone a high school degree without any cost to the student. In 1947 the President's Committee on Post-War Education argued for public financing for the thirteenth and fourteenth year of school because it was going to be mandatory in the new technology and the new society. Yet we are still arguing whether we should have random selection or acceptance only of the "qualified." Any kind of an enrollment curb is a clear violation of the old Land Grant concept of a people's university. That's what I'm talking about—a people's university.

By people, I mean all the people. I don't mean some of them. I don't mean just the potentially able. Who is to decide that? Our predictability rates as to who will succeed in education is very bad. We've got to have salvage programs, remedial programs, and counselling programs. I would agree with the Carnegie Commission that not everyone will avail themselves of higher education, but the opportunity for *all* should be there.

We did it after World War II and apparently didn't learn a thing. That's the most frustrating part of it all. Remember the GI Bill? I'm a product of a complete federal dole. I point out that I am a truck driver's son who would probably be driving a truck or working in a grocery store, if the Federal Government with its largesse had not come along and given me my education.

It's time that a lot of people started to stand up and be counted. Do you know we're having a battle with the Federal Government right now to maintain the authorization and the extension of the Higher Education Act provisions of 1965? It was all right in 1965, but it's not all right now. We've got to have the programs, we've got to have the full subsidy for at least two years beyond high school.

We should begin training the people who will provide the different *kinds* of programs. We are not talking about different quality. You can have quality of different kinds. The program with ADC (Aid to De-

pendent Children) mothers in the ghetto, through extension, has every bit as high a quality in its own area, in its own way of salvaging human beings as any other collegiate program. You change nutrition patterns, child rearing patterns, attitudes towards the white community (and some attitudes of white people toward the black community) and that has as high a quality as a freshman learning Beowulf.

We do have to set our priorities, and I know that this is something every university has to face. When you come right down to it, the more affluent you are the more faculty members and students will gravitate to the graduate and research level. If we do this, then we had better look into our universities and start bringing forth new kinds of institutions within the university.

We must pay some attention to all of the people and their needs, and finance their educational needs properly. It's obvious to me that this splendid building here will be inhabited only by those people who can afford it (or who get a federal grant and thereby can afford it). It's bad taste to appear to attack your host, but what is happening here is happening all over the country. We're talking about a national phenomenon. As enrollments of the 18- to 22-year age group increase, the squeeze gets worse. The public service function gets squeezed more and more.

Perhaps it will be reflected nationally where Title I and Community Services might be saved by the numbers of people who would be affected.

We could win something nationally. But what we're really talking about is not prestige. We're talking about power, the nature of power and authority. Inside and outside a university we have numbers, we have people at all levels of the power structure. It seems to me that it is entirely possible through an unofficial national coalition to organize and begin to make the needs of the adult, and others who haven't been taken care of by universities, felt in the councils of the colleges, universities, and governments of this country.

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